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ABSTRACT

The purpose of this document is to help communities and school districts determine whether a combined school and public library will be the best way to provide the most efficient library service for all community residents. A combined school and public library is one that is located in a single facility and operates cooperatively to perform the curriculum support functions associated with a school library, as well as to provide the broader library service needs of children, young adults, and adults that are commonly the focus of the public library. Topics covered in this document are: planning issues, including examples of mission statements; the legal framework for combined school-public libraries in the state of Wisconsin; and a list of key issues to be considered when examining the feasibility of establishing such a library. A feasibility checklist developed to help make a decision concerning library service is also included and covers planning, governance, administration and funding, access to information and materials, the physical facility, and attitudinal factors. Included in the appendices are: alternatives for improving library services; a selected bibliography; and descriptions of existing combined school-public libraries in Wisconsin. (JLB)

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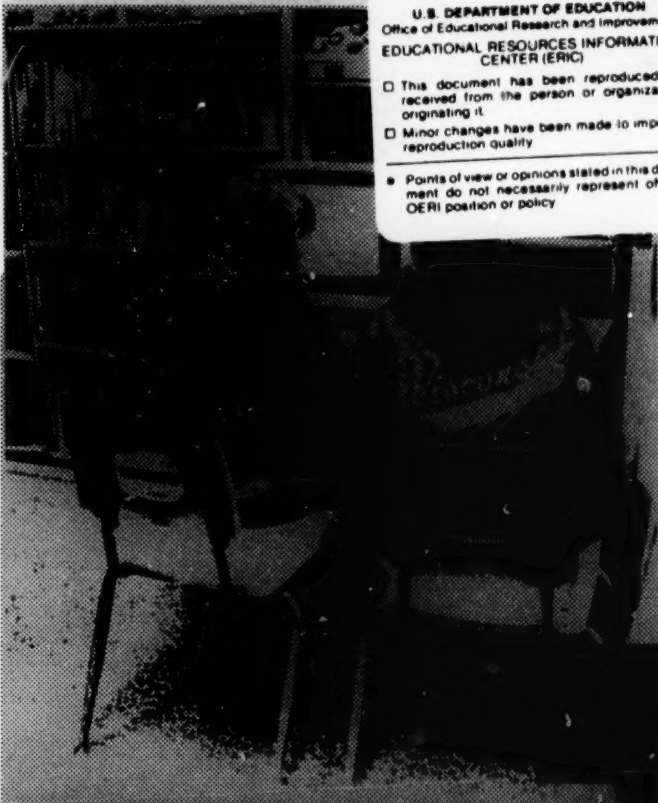
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Combined School and Public Libraries
Guidelines for Decision Making

Division for Library Services
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The Council on Library and Network Development



Wisconsin Department of Public Instruction
John T. Benson, State Superintendent
Madison, Wisconsin

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(608) 267-9222**

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Richard F. Haas, Chairperson
Appleton

Pat La Violette
Director, Brown County Library
Green Bay

Miriam Erickson
District Library Media Director
Gibraltar Area Schools

Bill Wilson
Director
Milwaukee County Federated
Library System

Timothy Laatsch
Administrator
Wisconsin Rapids School District

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Division for Library Services staff liaisons to the committee were Donald Lamb, Bureau for Library Development (608) 267-9225 and Richard Sorensen, Bureau for Instructional Media and Technology, (608) 266-1924.

Introduction

The Wisconsin Department of Public Instruction's Division for Library Services receives ongoing requests for information on the legality and desirability of combining school and public libraries. Such libraries are located in a single facility, operating cooperatively to perform the curriculum support functions commonly associated with school libraries and to provide the broader library service needs of children, young adults, and adults that are commonly the focus of public libraries.

Among the factors accounting for this interest is the increased pressure on all public institutions to better use tax monies. There is also broad acceptance in Wisconsin of the concept of community education, which envisions the school as the central institution for the education of all community members and the encouragement of cooperation and coordination among educational agencies. In some instances school library media programs are being urged to expand their programs as a means to demonstrate to the community more efficient utilization of existing educational facilities.

The purpose of this publication is to help communities and school districts determine whether such a combination will be the best way to provide the most effective library service for all community residents. The information and checklists found here should guide interested parties in making good decisions.

To use the guide most effectively, the "Issues for Consideration" section will help determine the feasibility of such a combination for your community. If a combined facility appears to be the best way to provide good library services for all concerned, you might also read selected items in the bibliography and use the checklist to gain additional information and increased objectivity.

Local professional library personnel and community members may wish to seek technical assistance from their public library system and to contact the Division For Library Services in order to ascertain the effect that a combined program may have on legal consequences and governance of libraries and on the eligibility of the combined school public library to receive various types of state and federal assistance.

Planning

Planning for public and school library services should take place within the context of planning for total community services. Planning is an essential ingredient in the development and improvement of all of today's libraries. For more than a decade, libraries have been encouraged to examine the communities they serve, to identify the needs of those individual communities, and to develop a strategy—a plan—for providing services that will meet those needs. In addition, school districts are required by administrative rule to have a current long-range

plan for library services. Tools such as the Department of Public Instruction's *School Library Media Programs: A Resource and Planning Guide* (Madison: DPI, 1987), and the Public Library Association's *Planning and Role Setting for Public Libraries* (Chicago: ALA, 1987) can assist libraries and governing agencies with assessing local needs and creating a plan for service. *Wisconsin Public Library Standards* (Madison: DPI, 1987) makes broad recommendations regarding service goals for public libraries across the state but also strongly encourages individual libraries to examine their particular local needs and develop a plan to meet those needs.

The emphasis placed on the importance of planning recognizes the unique situations and challenges faced by each individual library and school district. Similarities may exist among libraries in a certain geographic area or among libraries serving a certain population range, but these shared characteristics are not an unfailing guarantee that any two libraries' service needs will be comparable. The most meaningful program of service is one that results from an examination of the particular library needs of a specific community.

The emphasis placed on planning library services also recognizes the fact that libraries of all types operate and evolve in a political environment. The needs-assessment process can help library planners understand the elements in that environment better. And a better understanding of the library's political setting will help the library advance its cause. These premises and considerations regarding the value of planning apply to all types of libraries: public, school, academic, or special.

Missions

School Library Media Programs

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by providing intellectual and physical access to materials in all formats; by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas, and by working with other educators to design learning strategies to meet the needs of individual students.

The Public Library

The mission of the public library is to identify, select, organize, retrieve, disseminate, and make accessible the entire spectrum of knowledge in order to support the informational, educational, and recreational needs of its clientele. This mission is accomplished by providing free access to collections, resources, and services that help patrons of all ages and all cultural and ethnic backgrounds obtain information relating to their personal, educational, and professional needs. While the public library

considers the entire spectrum of knowledge to be its purview and the entire community as its user population, it may emphasize services in support of popular materials, formal education, independent, self-directed learning, reference, research, community information, pre-schoolers' services, and community programming and activities.

Legal Framework For Combined School-Public Libraries

Wisconsin statutes do not accommodate a truly combined library, where a single board of control has responsibility for both school and public library services. However, while there is no legal entity in Wisconsin called a combined school-public library, there are legal mechanisms for jointly providing school and public library services in a shared facility. In this document, the term "combined library" refers to a school and public library, each with its own board, operating cooperatively within a single facility, sharing staff or resources, and offering *some* services on a shared basis.

School Library Media Services

To qualify for state aid, public school districts must meet the standards under s. 121.01, Wis. Stats. Section 121.02(h) or standard "h" requires that a school district:

Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

Standard "h" is further explained in PI 8.01(2)(h) of the Wisconsin Administrative Code, which requires each school district board to:

1. Have on file a written, long-range plan for library services development which has been formulated by teachers, library and audiovisual personnel and administrators, and approved by the school district board.
2. Designate a licensed library media person to direct and coordinate the district's library media program.
3. Provide library facilities within the school building and make available to all pupils a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.
4. Provide library media services to all pupils as follows: to pupils in grades kindergarten through 6, library media

services which are performed by or under the direction of licensed library and audiovisual personnel; and to pupils in grades 7 through 12, library media services which are performed by licensed library and audiovisual personnel.

Legally Established Public Libraries

Municipalities and counties have no legal obligations to provide public library service to their residents. However, 380 cities, villages, towns, and counties have assumed this responsibility to varying degrees, and since the enactment of the public library system law in 1971, public library service has been made available statewide.

Public libraries must be established under the appropriate provisions of Chapter 43 of the Wisconsin statutes. Statutes stipulate that:

1. Wisconsin public libraries must be administered by a library board appointed by the chief administrative officer of the funding municipality with the approval of the municipal governing body. One of the members of the library board must be a school district administrator or the administrator's representative, to represent the public school district(s) in which the public library is located. [Section 43.54, Wis. Stats.]
2. The library board supervises the administration of the library, appoints an administrator who is eligible for the appropriate grade level of public librarian certification from the Department of Public Instruction, and prescribes duties and compensation. [Section 43.58, Wis. Stats.]
3. The library board has exclusive control of the expenditure of all monies collected, donated, or appropriated for the library fund. [Section 43.45(1), Wis. Stats.]
4. Public libraries are free for the use of the inhabitants of the municipality by which they are established and maintained and for the residents of the public library system in which the library is located. [Sections 43.52(2), 43.15(4)(c), Wis. Stats.]

Only counties and municipalities may establish public libraries. For this purpose, "municipality" means a city, village, town, tribal government or tribal association, or a school district that maintained and operated a public library facility prior to December 17, 1971. [Section 43.01, Wis. Stats.]

A public library must also be established in accordance with Chapter 43 in order to participate in a state-funded public library system as a public library member and to benefit from federal Library Services and Construction Act funds. [Section 43.15(4)(c)(4), Wis. Stats.]

Intergovernmental Cooperation

Section 66.30, Wis. Stats., provides the foundation for intergovernmental cooperation in Wisconsin. S.66.30(2) states:

In addition to the provisions of any other statutes specifically authorizing cooperation between municipalities, unless such statutes specifically exclude action under this section, any municipality may contract with other municipalities, for the receipt or furnishing of services or the joint exercise of any power or duty required or authorized by law. If municipal parties to a contract have varying powers or duties under the law, each may act under the contract to the extent of its lawful powers and duties. This section shall be interpreted liberally in favor of cooperative action between municipalities.

In this section, "municipality" means the state or any department or agency thereof, or any city, village, town, county, school district, public library system, public inland lake protection and rehabilitation district.

School districts, cities, villages, towns, public library systems, and counties but not public libraries are covered under s. 66.30. A public library board cannot enter into a s.66.30 agreement on its own.

Public library boards may contract with library organizations within this state and in adjacent states to provide or receive library services [ss. 43.54(4), 43.57(1)(d), and 43.57(3)]. Since school districts provide extensive library services, they can be considered library organizations under the meaning of ss. 43.52(4), 43.57(1)(d), and 43.57(3).

A public library may operate a school library media center if certain conditions are met including a proper agreement with the school district and compliance with standard "h" [PI 8.01(2)(h)].

Issues to be Considered

The following is a list of issues identified by various studies that should be considered when examining the feasibility of establishing a combined school-public library.

1. School district and city or village boundaries are usually not identical. This raises questions about who is eligible to use the library and how much support each entity is expected to provide.

2. Salaries are usually much higher for school librarians.
3. Certification differs for school and public librarians, with a master's degree (or the equivalent) and a teaching license required of the school librarian, while public librarian certification is dependent on population.
4. The mission of the school library is to support curriculum for school age children; the mission of the public library is to meet the information needs of all members of the community. In practice, many public libraries in small communities place a high priority on children and adult recreational reading. The collection(s) must take both missions into consideration.
5. Libraries generally allow unrestricted access to all available materials for all age groups. Public library materials are selected to appeal to a wide range of interests and ages. The materials in school library collections are carefully selected to match the curriculum and maturity level of the students they serve.
6. Two separate governing agents are required for a combined library. A legally constituted public library requires a board of trustees separate from the school board. All decisions regarding policies and operation affect both the school and public service aspects. Consequently,
 - board members must be aware of how decisions will affect both user groups and both administrative structures;
 - boards or their representatives must meet together regularly; and
 - when staff are shared, the two boards or their administrators will occasionally have conflicting opinions about priorities and responsibilities.
7. As with any enterprise, success depends on the perceptions, attitudes, and reactions of potential users. Some adults may not be comfortable in the presence of teenagers or in an environment that favors them. Students may not be eager to return to school after hours, and students from another school might be uncomfortable in a school building other than "their" school.
8. Ideal locations for school and public libraries conflict. A public library should be in the heart of town, near businesses, and easily entered with adequate parking adjacent; whereas the school library media center should be as close as possible to classrooms, and the school should be away from the busiest area of the community.
9. The environments of school and public libraries differ, with the school requiring guidance and group supervision, and the public

library emphasizing independence and patron privacy. Activities, such as instruction for students and conversation or special programs for adults, may conflict.

10. Easy access for adults sometimes causes a security problem for schools or a concern for children's safety.
11. The cost of a combined library is not as small as sharing space and facilities would make it seem. For example, adults or preschoolers and school children usually want to use the library at the same time, rather than at different and complementary times. This impacts the total space needed as well as staff, furniture, equipment, and resources. In addition, a public library needs to be open on evenings and weekends and during vacation periods.
12. Daily policy or procedural decisions can be a source of conflict. Will the English class use all the terminals, or will some be reserved for adults?
13. Conflicts are bound to arise over priorities given to the many aspects of library service. Examples include content of the collection, hours of operation, programming, space, and access to such things as seating, equipment, resources, the public catalog, reference service.
14. In the event of the dissolution of the combination and the establishment of separate libraries, decisions will have to be made as to how to divide the various components (collection, furniture, equipment, software, etc.).

A Feasibility Checklist

The checklist which follows was developed to help community members working with professional library personnel decide whether separate public and school libraries, a combined school-public library, or other alternative will offer the best library services in their particular locality. *(Statements that reflect statutory requirements are indicated with an asterisk (*) and must be checked "yes.")*

Planning

Yes No

- ☐ ☐ Mission statements for both the public library and school library media programs are clearly understood and supported by all parties. Further, there is an understanding of how these missions coincide and differ and how they will be carried out. There is also agreement by both parties on priorities.
- ☐ ☐ A preliminary study of the feasibility and suitability of the combined library program for your community has been conducted.
- ☐ ☐ Concerned groups have examined carefully the complementary role of the school and public libraries and are aware of the range of services and resources which must be offered to meet the needs of both user populations.
- ☐ ☐ Community members are involved in and are supportive of the decision to have a combined school-public library program.
- ☐ ☐ The jurisdictional boundaries of the school district and the public library area are identical or nearly so.
- ☐ ☐ The two boards which are to govern different parts of the combined program will specifically define their responsibilities in a formal agreement drawn up during the planning phase.
- ☐ ☐ The issue of dissolving the combination has been discussed and all parties agree on how assets will be divided.

Governance

Public Library

- ☐ ☐ *The public library program will be established in accordance with Chapter 43, Wis. Stats.
- ☐ ☐ *A legally appointed and constituted public library board will govern the operation of the public library program.

- ☐ ☐ *The public library board will have exclusive control of the expenditure of all monies collected, donated, or appropriated for the public library fund.
- ☐ ☐ *The public library board will employ a library director who is qualified and maintains the appropriate level of certification under the provisions stated in the *Wisconsin Administrative Code*.

School Library Media Services

- ☐ ☐ *The district has a written long-range plan for library services which was formulated by teachers, library and audiovisual personnel and administrators and was approved by the school district board.
- ☐ ☐ *A person licensed in the library/media field is designated to provide direction and coordination to the district's library/media program.

Public Library/School Library Media Services

- ☐ ☐ A head librarian certified as both a public librarian and a school media specialist will be hired by the two boards and delegated active management of the library.
- ☐ ☐ The salaries and benefits of all employees will be similar, based on comparable qualifications and job expectations.

Administration and Funding

- ☐ ☐ General procedures for operating the combined library have been discussed, and all parties agree on principal elements, such as hours of operation, responsibility for expenses, access to resources and activities, user rights and responsibilities, and authority for daily decision making.
- ☐ ☐ A collection-development policy consistent with the mission statements has been developed to guide selection of material for both the public and school library clientele.
- ☐ ☐ The public library will be a member of a public library system and actively participate in its programs of service including reciprocal borrower's privileges and interlibrary loans.
- ☐ ☐ *The public library board will follow statutory requirements as to fiscal year, audits, budgeting process, and annual reports to the municipal governing authority and the Division for Library Services.

Access to Information And Materials

- ☐ ☐ The library will be open to the public the recommended number of hours for its population group according to *Wisconsin Public Library Standards*.
- ☐ ☐ The issue of access to material for all age groups and maturity levels has been discussed in detail and thoroughly understood by all parties, and a process for allowing access to resources for users has been decided and is supported by all parties.

The Physical Facility

- ☐ ☐ *The building that will house the proposed combined school/public library must be in compliance with the provisions of Title II of the Americans with Disabilities Act (ADA).
- ☐ ☐ The building is easily accessible to the public and also serves the needs of students. There is an entrance directly into the library from the outside at ground floor (entry at grade without steps or ramp).
- ☐ ☐ The building design permits adjacent parking for library users (200-500 ft. from library entrance) as well as easy access to the library from classrooms.
- ☐ ☐ The building provides adequate space to implement the full range of library services consistent with the library's comprehensive long-range plan, *Wisconsin Public Library Standards*, and the recommended space needs outline in the DPI publication *School Library Media Programs: A Resource and Planning Guide*.

Attitudinal Factors

- ☐ ☐ Decision makers and key individuals (administrators and employees) are genuinely enthusiastic about the project and dedicated to making it work, despite inevitable difficulties.
- ☐ ☐ Improving service, rather than saving money, is the overriding concern in planning a combined library.
- ☐ ☐ The concerned groups in the community realize that a combined library program is not necessarily a more economical means of offering adequate library services to both students and community members than public and school programs in separate facilities would be.

- ☐ ☐ Adults (not only parents of students) feel comfortable and welcome in the school building (or other site of the combined library) and are accustomed to using it for public functions.
- ☐ ☐ The mixing of pre-schoolers, children, teenagers, and young and older adults is not seen as threatening or uncomfortable by any of the potential users or the responsible agencies.

The combined library provides the best opportunity for your community to obtain the following:

- ☐ ☐ Professional library personnel with a specialization in school librarianship where no such position previously existed.
- ☐ ☐ Professional library personnel with a specialization in public librarianship where no such position previously existed.
- ☐ ☐ A means for strengthening available material resources.
- ☐ ☐ An adequately planned program of services to meet the needs of public and school patrons.

Appendix A

Alternatives for Improving Library Services

A community examining the feasibility of establishing a combined school-public library should also examine the following alternative governance options for providing improved library services.

Public Libraries

Joint Libraries Ss 43.52, 43.53, 43.54, 43.58, Wis. Stats.

A joint public library may be created by any two or more contiguous municipalities or by a county and one or more municipalities located in whole or in part in the county by appropriate agreement of their governing bodies. A town desiring to participate in a joint library must obtain the approval of the county library board, if one exists, and the county board of supervisors before final action is taken. A joint library must include at least one municipality with a public library established before May 8, 1990.

A joint public library is administered by a library board consisting of 7 to 11 members representative of the populations of the participating municipalities and has the same powers as a municipal library board. Board members are appointed by the head of the municipal governing body of each participating municipality. Joint libraries may own and operate physical facilities jointly or individually. The respective share of operating costs is determined at the time the joint library agreement is written. Costs may be apportioned based on populations served or some other factor such as level of use. Each municipality participating in a joint library agreement levies a tax to support its share of costs. One municipality party to the joint library agreement, usually the largest, agrees to provide municipal administrative services such as serving as the depository of tax funds, personnel administration and the paying of bills.

County Library Services S. 43.57(3) Wis. Stat.

A county board may establish a county library service to provide public library service to the residents of the county who do not live in communities that have established libraries and/or to improve the library services provided by community libraries. A county library service may operate a library, provide services such as bookmobile and interloan and/or contract with other library organizations for services.

A county library service is administered by a seven-member library board appointed by the county board chairperson or county executive and functions as an agency of the county. The board must include at least one school district administrator, one or two county board supervisors, representative of existing library boards, and persons residing in municipalities not served by a library. A county library service board has the same powers as a municipal library board. County library services are

funded by a library tax on all property not exempted from the county library tax under s. 43.64, Wis. Stats.

Consolidated County Libraries S. 43.57(1), Wis. Stat.

A county board of supervisors may establish a consolidated public library and may acquire any libraries already established by consent of the authorities controlling those libraries. A consolidated county library is administered by a seven-member library board appointed by the county board chairperson or county executive and functions as an agency of the county. The library board must include at least one school district administrator and one or two county board supervisors. The consolidated county library board has the same powers as a municipal library board. A uniform county library tax is applied on all of the taxable property of the county.

School Library Media Centers

While it is not a substitute for public library services, school districts can choose to open their library media centers, with their collections and other information services, to the general public.

Many Wisconsin schools already do this. Some elementary schools encourage parents to bring their preschoolers into the library media center to introduce parents and children to the books and other resources. Some have established parent resource centers in connection with the school library media center.

Some middle and high schools open their library media centers evenings, weekends, and during vacations to enable students and adults to use the resources outside of the school day. Most public schools will allow adults to use the library materials and centers as long as this use does not interfere with teaching and learning or the safety and comfort of the students.

Appendix B

A Selected Bibliography

Legal References and Planning Guides

Planning and Role Setting for Public Libraries: A Manual of Options and Procedures. Chicago, American Library Association. 1987.

School District Standards and Rules.

- Wisconsin Statutes. Chapter 118, Chapter 121
- Wisconsin Administrative Code. Chapter PI 8,18,25,26

School Library Media Programs: A Resource and Planning Guide. Madison, Wisconsin Department of Public Instruction. 1987.

Wisconsin Public Library Standards. Madison, Wisconsin Department of Public Instruction. 1987.

Wisconsin Statutes, Chapter 43. (As of July 1, 1992).

Studies of Combined School-Public Libraries

A selected bibliography from material prepared by Pam Kiesner, Brown County Library, and Kay Ihlenfeldt, Division for Library Services. December 1992.

Aaron, Shirley L. *A Study of the Combined School-Public Library.* Chicago, IL: American Association of School Librarians, American Library Association, 1980.

"...it is unlikely that a community able to support or now supporting separate types of libraries will offer better school and public library service through a combined program, because the combination of factors required to promote a successful combined program seldom occurs. ...there is no documented evidence that economy results from the combination organizational pattern.

Aaron, Shirley L. *A Study of the Combined School Public Library,* 3 vols. Florida State University, 1977-78.

Amey, L.J. "Success in the Outback: The Case of School-Housed Public Libraries." *School Library Journal*, 35 (March 1989), 109-14.

"Some of the most vibrant, most community-oriented, most enthusiastically supported libraries that I have ever encountered have been school-housed public libraries."

Graham, Mae, and J. Maurice Travillian. "Merged facilities: potential and constraints," in Jane Anne Hannigan and Glenn E. Estes, comp. and ed. *Media Center Facilities Design*. Chicago IL: American Library Association, 1987. pp. 97-102.

"If there are examples of positive evaluations of an on-going and authentic library/media center serving with equal satisfaction the public library patron and the public school student, they have escaped the attention of these writers... (we) believe that an honest merged facility catering equally to the needs of all is possible but not probable. Too many factors—physical, financial, political, psychological—militate against it."

Haycock, Ken, "The School-Housed Public Library," *Emergency Librarian*, March-April 1990.

Haycock cites six criteria as possible predictors of success: clarify the role and function of each of the institutions; plan in advance; site the library as a focal point in the community; choose personnel carefully; fund the venture appropriately ("Successful cooperative ventures rarely save operating costs but can improve service; indeed, communities often have to pay more for the same level of service in a joint facility."); develop the collection for users of all ages; continuously evaluate the venture.

Jaffe, Lawrence Lewis. "Collection development and resource sharing in the combined school/public library." *Collection Management*, 7 (Fall 1985–Winter 1986), pp. 205-15.

"Libraries employing a combined structure have usually received negative treatment in library literature with recommendations to abandon such service agreements. ...It is the purpose of this article to relate findings concerning collection development and resource sharing without promoting or discouraging the use of the combined concept."

Teahan, Sue, and Huska, Miranda, "Personal Views of Joint School/Public Library Operations," *Emergency Librarian*, November-December 1990.

Teahan states: "This joint operation provides a quality social service to a small special population. Yet, I contemplate about whether it should continue." Huska counters, "You can conclude that there are some ongoing problems with school-housed public libraries. We cannot get away from the politics nor can we compromise in every situation. There is room for much improvement especially in the areas of communication, staffing, planning and evaluation. From my point of view, it is not worth the effort from the public library side except for one big reason... the ultimate goal, that of bringing quality library service to children, is most successfully met. There is a quality and level of children's library service to that community that is higher than anywhere else I know."

Turnbull, Patricia. "School/Public Library Cooperation." *Illinois Libraries*, Vol. 73, No.1, (January 1991), pp. 69-74.

"The subject of combined school/public libraries has generated many controversial articles in the professional literature and it is an undisputed fact that not all communities possess the optimal conditions for a successful joint library project... it was the intent of this investigation, to identify major studies that examined the potential of combined systems—cooperative activities, advantages and disadvantages, and terms of formal agreement or major barriers... The decision to establish a combined library facility should not be based on a desire to save money in the areas of personnel, materials, or space but rather on the improvement of community library service."

Woolard, Wilma Lee Broughton. *Combined School/Public Libraries: A Survey With Conclusions and Recommendations*. Scarecrow Press, 1980.

"Despite opposition in some quarters to the development of combined school/public libraries, today's languishing economy will require school districts and communities to examine the concept with more openness than in the past. The number of successful combined libraries in operation and the body of literature and practical experience upon which to draw should ensure that the future will see the combined school/public library as a more visible institution in the extension of library services to people of all ages in the United States. Those who are willing to accept the challenge to innovate and try new or different approaches may find the results to be highly beneficial for all who are concerned with school and public library facilities at the local level."

Appendix C

Combined School-Public Libraries in Wisconsin.

(December 1992)

None of the libraries described here is combined in the sense that it has a single board of control. With the exception of Washington Island, they consist of a school library and a public library, each with its own board, sharing the same space and sometimes parts of a single individual's time. The public library program of the Birnamwood library functions as a branch of the Shawano City-County Library; the library on Washington Island is a branch of the Door County Library.

Birnamwood

The combined school/public library opened in 1977 after a \$200,000 grant from local resident Minnie Prah! made possible construction and furnishing of a library addition to the Birnamwood Elementary School. Continued support from the Village of Birnamwood is assisted by a trust fund set up from the remainder of the building fund. The library houses 30,000 children's books plus 15,000 adult selections. As a branch of the Shawano City-County Library and a member of the Nicolet Library System, it benefits from the addition of rotating collections, interlibrary loan, and other system services. Separate public and school card catalogs are maintained. The library is staffed by the school library media specialist until 4:00 p.m. daily and by a public library employee an additional 7 to 10 hours weekly. A separate outside entrance restricts access to the rest of the school during nonschool hours. The school district pays insurance and utility costs. Somewhat separate reading areas allow students and adults to co-exist undisturbed. The five-member Birnamwood Public Library Board, which is advisory, meets with the school district every two months to plan and to discuss any problems that may arise with the arrangement. Contact Jan Atkinson (715) 449-2576.

Florence

The Florence County Library serves a county population of 4,295, and the school district, which takes in the entire county, has an enrollment of about 900.

The school board and county library board have a cooperative agreement to provide library services for residents in the 2,300 square-foot high school/elementary school library. A reference section separates the children's collection from the secondary/adult area. The adult fiction is shelved separately, and circulation is handled at the secondary/adult station. There is also a children's circulation desk.

The school staff consists of one certified school librarian and an aide. The county provides a part-time grade II certified librarian and a part-time assistant. Collection development is done by school and county staff, who work together in all areas to maximize effectiveness. School district employees report to the Board of Education, and county employees report to the Board of Trustees.

On school days, the library is open from 8:00 a.m. to 3:30 p.m. It is also open 4:00 p.m. to 8:00 p.m. Tuesday and Thursday evenings and 9:00 a.m. to 1:00 p.m. on Saturday. Summer hours are the same Tuesday, Thursday, and Saturday with an additional morning available for the children's reading program. The library is available to students and adults during all open hours.

For the past three summers, the Florence County Library has provided six summer reading programs each year at Florence, Aurora, and Long Lake. A friends of the library group was recently established, and a genealogy program is in the planning stage. Titles of new materials are published regularly. Contact Arlene Sullivan, (715) 528-3215.

Kohler

A combined school/public library is located in a room specifically designed for this use in the Kohler Senior High School building. Adult and school materials are intershelved for easy access to all users. Elementary and pre-school materials are located in an adjacent elementary school building and are available for public use on two evenings a week and for limited summer hours. The librarian is certified as a school librarian and is eligible for certification as a public librarian. No specific public library program such as pre-school or adult programs are available. The majority of the operating budget is supplied by the school with little municipal support. Contact Nanci Stephani, (414) 459-2921.

Laona

A combined library program has existed in this small northeastern Wisconsin lumbering town since 1918. In March of 1987, after a fire destroyed the high school, the combined library reopened in a new high school addition to the original elementary school building.

In addition to a main area about four classrooms in size, the new library contains a meeting room and a children's room. In the main area, adult fiction and nonfiction and young adult nonfiction are intershelved and housed along with reference books, periodicals, and audiovisual software. The card catalog also interfiles young adult and adult titles. The children's room houses both young adult and children's fiction and children's nonfiction. All reading areas are designed to minimize distractions from motion and conversation.

The library is five blocks from the Laona business district. A public librarian and school librarian are on duty from 8:00 a.m. until 3:00 p.m. through the week, with the public library staying open until 5:00 p.m. on Fridays. During the summer, only the public librarian is available from 9:00 a.m. to 3:00 p.m.

Costs are split, with the district picking up utilities and the town paying for telephone and some other minor costs. The two librarians do their own collection development but work together on ordering, processing, and other functions to avoid unintentional duplication and to achieve efficiencies where possible. The library is affiliated with the Wisconsin Valley Library Service, which makes system services available to all residents. The board of trustees and the board of education meet at least once a year to go over policies and address any matters of concern. Contact Alice Sturzl, (715) 674-4751.

Washington Island

A reversal of the typical pattern, the public library provides the school library media services on the island. Because of its size and remoteness, the Washington Island School District is not required to meet the educational standards to the same degree as other districts. The new Washington Island school, completed in 1986, has no library media center but shares a parking lot with the Washington Island Branch of the Door County Public Library. Students in grades K-6 visit the public library once a week as whole classes to exchange books, and middle and high school students come occasionally (three or four times a year) for special projects. No library media skills are taught as part of these visits, and the collection of materials is oriented to public library needs. Contact Marcia Carr, (414) 847-2323.